

STRESZCZENIE PRACY W JEZYKU ANGIELSKIM

The spiritual development of adults constitutes the primary area of inquiry in this dissertation, approached through the lens of humanistic narrative research. The academic objective of this work is to explore, describe, and interpret the experiences, beliefs, and attitudes of Narrators who participated in the study – individuals who had taken part in spiritual development courses based on the ThetaHealing® method. The analysis encompasses both the stories themselves and the meanings and senses attributed to them by their authors. The research intention is to gain an empathetic and interpretative understanding of the unique, individual ways in which participants experience transgression, life transformations, identity formation, the search for existential meaning, and the building of inner coherence – between oneself and the surrounding world, others, oneself, and God – as these were revealed in the course of the research process on non-religious spirituality.

Within this study, I extensively examined the responses to the central research question: “How have the biographies of individuals participating in spiritual development courses using the ThetaHealing® method unfolded?”, as well as to supplementary questions regarding motivations and internal impulses for undertaking the courses, life circumstances significant to personal development, the meanings ascribed by narrators to the concept of spiritual development, their opinions about the ThetaHealing® method and its role in their spiritual growth, and the ways in which they apply the acquired knowledge in the most important spheres of their lives.

The empirical material was analyzed using a hermeneutic approach, drawing on Paul Ricoeur’s theory of existential hermeneutics. This framework enabled the capture of the essence of the understanding process and served as an interpretative method for uncovering the meanings embedded in the narratives. The research revealed that both participation in non-religious spiritual development courses and the narrative process of assigning meaning to life paths foster identity redefinition, transgression, a greater sense of purpose, and the strengthening of adult agency. The conclusions drawn from this work contribute to a deeper understanding of the need for spiritual development in Poland – its directions, possibilities, and forms of active participation.

The study showed that individuals engaged in ThetaHealing® courses often initiated their learning journey as a response to existential crises, trauma, boundary experiences, health challenges, or a loss of meaning in life. During the courses, they experienced a profound integration of all dimensions of life: physical, emotional, mental, and spiritual. The

ThetaHealing® method itself was evaluated as an effective and transformative tool, enabling healing, belief change, connection with God, and improvement in relationships – with the world, with others, with oneself, and with God.

Spiritual development emerged as a turning point in the biographies of the study participants, with the knowledge gained during the courses becoming fully integrated into daily life, leading to increased agency, deepened understanding, joy, gratitude, and a renewed sense of purpose. The study also emphasizes the importance of incorporating existential and spiritual aspects into adult education as vital to personal development.

The use of narrative methodology enabled an in-depth insight into the complexity and sensitivity of biographical experiences, including difficult or shame-laden topics. The findings expand both pedagogical and andragogical perspectives, demonstrating that non-religious spirituality constitutes an integral element of adult development and highlighting its cognitive, transformative, and educational value.

Keywords: spiritual development, ThetaHealing® method, biographicality, adult learning, existential hermeneutics.